MICHIGAN

SCHOOL FOR THE BLIND

1907-1908

MAIN BUILDING.

FIFTEENTH BIENNIAL REPORT

OF THE

BOARD OF CONTROL

OF THE

MICHIGAN SCHOOL FOR THE BLIND

FROM

JULY 1, 1906 TO JUNE 30, 1908.

BY AUTHORITY

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD CO., STATE PRINTERS
1909

BOARD OF CONTROL.

HON. PHIL. EICHHORN, President, - - - PORT HURON.
HON. RALPH O'DOUGHTY, Vice-Pres. and Sec'y, MOUNT PLEASANT.
HON. ELGIN MIFFLIN, Treasurer, - - - LANSING.
HON. L. L. WRIGHT, Supt. of Public Instruction.

REGULAR MEETING.

Last Tuesday of each month.

ORDER OF BUSINESS.

1. Reading minutes of Previous Meeting.
2. Reading and Reference of Petitions and Communications.
3. Reports and Suggestions from Superintendent.
4. Executive session.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Auditing claims.
8. Unfinished and Miscellaneous Business.
9. Executive Session.
10. Adjournment.

BOARD OF CONTROL.

CATALOGUE.

OFFICERS AND STUDENTS OF THE MICHIGAN SCHOOL FOR THE BLIND FOR THE YEAR 1907-1908.

INCLUDING COURSE OF STUDY AND OTHER GENERAL INFORMATION CONCERNING THE SCHOOL.

FIFTY-FOURTH YEAR.

LANSING, MICHIGAN.

SCHOOL CALENDAR, 1908-1909.

Tuesday, Sept. 9,—School year begins.
Thursday, Nov. 26—Thanksgiving vacation.
Wednesday, Dec. 23—Holiday vacation.
Monday, Jan. 4—Work resumed.
Friday, Feb. 5—End of 1st semester.
Monday, Feb. 8—2nd semester begins.
Sunday, June 13—Baccalaureate sermon.
Monday, June 14—Class exercises.
Tuesday, June 15—Commencement.

FACULTY AND OTHER OFFICERS.

Clarence E. Holmes, B. S., Superintendent.
Jerome W. Howard, Principal—Science, History, Latin.
Aaron C. Blakeslee—Orchestra and Tuning.
Grace A. Brown—Pianoforte and Braille Music.
Bertha Wood—Assistant in Piano.
Estella E. Adams—Voice and Chorus.
Florence S. Green—English and Mathematics.
H. Blanche Salsbury—Grammar, Arithmetic, History.
Ruth E. Green—Fifth and Sixth Grades.
Fanny A. Fletcher—Second, Third and Fourth Grades.
Lina R. Harkness—Braille Reading, First Grade.
Eva S. Andrews—First Grade, Kindergarten, Industrial Training.
Alma B. Billman—Domestic Science, Geography.
Jennie E. Spinning—Teacher of Sewing, Matron for Girls.
Alice M. Robinson—Assistant Matron for Girls.
Caroline McKenny—Teacher of Hammock, Matron for Boys.
Harriet E. Somers—Assistant Matron for Boys.
Denis Bergin—Broom Making.
Elizabeth L. Parker—Matron.
Anna E. Potter—Clerk and Bookkeeper.
Helen M. Daveny—Visitors' Attendant.
Jessie Lennox—Nurse.
Dr. J. F. Campbell—Physician.
Dr. Joseph Foster—Oculist and Aurist.
Dr. Cora Pope Ganung—Consulting Physician.
Frank L. Goodrich—Stereotyper.

REPORT OF THE BOARD OF CONTROL.

Hon. Fred M. Warner, Governor of Michigan:

The Board of Control of the Michigan School for the Blind respectfully submits the fourteenth biennial report of the school and its progress and conditions.

This is the eighth report of the Board as organized under Act 123 of the Public Acts of 1893, and the fourteenth biennial report, thus making twenty-eight years of separate existence, the school being established at Lansing in 1880, and the fifty-fourth year of educational and industrial work with and for the blind of Michigan, this school having been made a part of the School for the Deaf in Flint in 1854.

We take this opportunity of thanking you and the members of the legislature for the passing of the compulsory Educational Law relating to Blind children and children whose eyesight is so defective as to make it impossible for them to be educated in the public schools for seeing children, and also for the fact that the same law puts the Michigan School for the Blind to some extent under the supervision of the Department of Public Instruction, thereby classifying it among the strictly educational institutions of the State.

Having long recognized the readiness with which this class of children availed themselves of educational opportunities, it has been our ardent desire to see this school placed on an educational and industrial basis and so recognized by the State.

We strongly urge upon you and the members of the legislature the reading of the comparative lists of pupils, which lists immediately follow this report. The first list is that of students, by counties, who are already enrolled in the school. The second list is that, of students, by counties who are not here, this list being the first report under the new law.

We respectfully invite your attention to the fact our present accommodations are greatly overtaxed by the number now in attendance.

We are therefore asking for a school building which, when built, will be sufficient for future needs, and will enable us to convert the present building into dormitories, thus separating the home and school life of the students.

We are asking for a sum sufficient to convert the rooms now in use as school rooms, etc., into dormitory rooms, and also sufficient farm land to supply the needs of the School. These, with one or two other items, will, we believe, put the school in a position to much more nearly fulfil the demands which are surely to be made upon it in the very near future.

The Board of Corrections and Charities, at the time of meeting with us, went carefully into the needs and conditions of the School, and unanimously approved our estimates.

We express our sincere thanks to you, also to the different legislatures, as well as the people of the entire State for the kindly and earnest interest which has been accorded the school, and we respectfully solicit a continuation of that interest, to the end that it may finally reach the entire class

for which it was intended and thus become indeed one of the greatest uplifting factors in our State.

Respectfully submitted,
PHIL. EICHHORN,
RALPH O. DOUGHTY,
ELGIN MIFFLIN,
Board of Control.

NAMES OF PUPILS IN ATTENDANCE, BY COUNTIES.

ALLEGAN—Chauncy Marcellus; Lawrence Resch; Theresa Mills.
ALPENA—Albert Persons.
BARRY—Helen Bach.
BAY—John McAllister; Hazel Roese; Irvin Van Deuser; Earl Taylor.
BERRIEN—Edna Hauser; Decora Cottle.
BRANCH—Rose Trowbridge.
CALHOUN—Walter Shipley; George Brunner; Casper Bihn.
CASS—Ethel Reams; Iva Raymond.
CHEBOYGAN—Mildred Gerow.
DICKINSON—Theodore Ahlich; Augusta Kurtz; Felix Rabbitteaux; Ruth Vine.
EATON—LaVerne Rawson; Adelbert Ticknor; Lee Hewitt.
EMMET—Edward McCann.
GENESEE—Catherine Sells.
GLADWIN—Eva Knight; Edgar Peterson.
GRAND TRAVERSE—Major Vandervoort; Pearl Axtell; Floyd McDonald; Fred Severance.
GRATIOT—Robert Scott.
HILLSDALE—Harry Kennedy; Lida Smith; Charles Robinson.
HOUGHTON—Roderic McDonald; Lillian Vivian.
INGHAM—Charles Wharton; Glen Trowbridge; Floyd Trowbridge; Bessie Ives; William Lake; Melvin York; Mabel Lasser; Lura Gitchell.
IONIA—Fern Steel; Nellie Pence.
ISABELLA—Gretchen Whitehead; Reba Cornell; Lester Fager.
JACKSON—Levi Knoop.
KALAMAZOO—Anna L. Buss.
KENT—Fred Wiedekind; Hattie De Hammer; Jacob Kruger; Maude Chase; Benjamin Chase; Mary Carpenter; Marie Kiefline; Gertrude Timmer; Marie Morse; Gertrude Emert; Agnes Smith.
LAPEER—Leo Wendling.
LENAWEE—Merle Crago; Willard Cilley; Alice Barnes; Will Barnes; Geo. Vedder; Katie Walker.
MACKINAC—Beatrice Lant; Melvin Haslip.
MANISTEE—Anna Jannzik; Gladys Adams.
MARQUETTE—Anna Matson.
MASON—Roland Harter.
MENOMINEE—Roy Bertrand; Frank Nichols.
MIDLAND—Elizabeth Ziegler; Bertha Moore; Clarence Moore.

MONROE—Clara Wooleaver; Joseph Duttror; Anthony Duttror; Raymond Youtz; Floyd Torrey.
MONTCALM—Vernon Miller; Bessie Smith; Mabel Miller; Ralph Kidd; Dorothy Barringer.
MUSKEGON—Leonard Kampont.
NEWAYGO—Roy Meenwenburg.
OAKLAND—Wilson Murch.
OSCEOLA—Stephen Forsythe.
OTTAWA—Oscar Shaffer; Reka Van Draght; Blanche Dennis; Germ Ensing.
SAGINAW—Arthur Frost; Clarence Dawson; Ezra Giezel; Rachel Jones; Elsie Stein.
SANILAC—Dewey Minard.
SCHOOLCRAFT—Winifred Grant.
SHIAWASSEE—William Pratt; Isabel Pratt; Howard Ripley.
ST. CLAIR—Marion Wenger; Stewart McCann; Floyd Rathwell.
ST. JOSEPH—Althea Culver.
TUSCOLA—Lucelle Goodrich; Verzil Goodrich.
WASHTENAW—Frank Willis.
WEXFORD—Ruth Lane.
WAYNE—Pearl Felton; Eva Kappin; Frances Petroski; Corrinne Pape; Ruth Lovenice; Marie Sprengel; Gladys Richmond; Hubert Batcheller; William Davis; William Dresden; Eldred Boynton; Bennie Black; Florence Rodger.

Names of blind children, by counties, as shown by the census of June, 1907, *who are not attending school:*

ALLEGAN—Peter Steffes; Albert Antekier; Jennie Mark; Harley Meyers; Mabel Shayde; Nellie Hoover; Lemuel Haskin; Fred Esterline; Arthur Esterline.
ALCONA—Carl Johnson; Dan McDonald.
ALPENA—Ruhema Whitehead.
ANTRIM—Hattie Sitzma; Vina Harrington.
ARENAC—Blanche Knight; Ivah Barnum; Millie Trihel; Harvey Valley.
BARRY—Earl Liebhauson; Edith Liebhauson; Prudence Ames; Truman Ames; Lester Ames; Escol Ames; Frances Bulotph; Blanche Wickham; Ray Joyman; John Harriett; Zetha Hall.
BAY—George Porter; Henry Highstreet; Alexander Cote.
BENZIE—Luther Jones; Willie Sanford; May Hartman; Roy Spooner; Phoebe Spooner.
BERRIEN—Jewel Rupel; Evangeline Gande.
BRANCH—Stephen Ratkoski; Bertha Felkey.
CALHOUN—Golda Connor; Joseph White; Elmer Cary; Marion Kellogg; Eunice Ellisten; Harry B. Smith; Charity Adams; John Compton; Anabel Ansell; Anna Countryman; Ray Knox; Floyd Phillips.
CASS—Mildred Lawson; Mattie Wagner; Lucille Norton; Lloyd Kinser.
CHARLEVOIX—J. Forrest Jones; Andy Webb; Lois R. Coon; Lizzie Nickles; Coral Nickles.
CHEBOYGAN—Minnie Banault; Mabel Winnie; Arthur Brosseus; Hazel Gaynor; Beatrice Jarvis.
CHIPPEWA—Robert L. Lawson; Zola McRae.
CLINTON—Bruce Swaney; Elda Swaney; Donald Wells.
CRAWFORD—Minnie Larson; Maude Turk; Merta Turk; Hazard Gregory.

EMMET—Dewey Barry.
GENESEE—Lewis Harrington; Onna Surbey.
GRAND TRAVERSE—Bonnie Livingstone.
GRATIOT—James Young.
GOGEBIC—Minnie Williams; Tekla Viara.
HILLSDALE—Vera Hibbs; Harold Leffingwell.
HOUGHTON—Mary Davis; Otis Delongchamp.
HURON—Glen Armstrong; Willie Swartzanouber.
INGHAM—Sidney Grayson; Roxie Brown; David Pauls; Alfred Hart; Iva Cummins; John B. Davidson; Earl D. Rouser.
IONIA—May Reeder; Fanny Cutler; Leta Sage.
IOSCO—Bertha Mueller.
IRON—Tecla Bindewall.
ISABELLA—Herbert Smith; Beulah Ashton; Clyde Jones; Florence Parker; Mattie Wilson; Percy Cauley; Floyd Hules; Gladys Peltier.
JACKSON—Carrie Wolffe.
KALKASKA—Ray Keal; Amy Bilon; Dora Becker; Alice Joyce.
KALAMAZOO—Tracy Buckmasler; Jennie Vos; Mary Dacom.
KENT—Hattie Hagen; Cora Smith; Frankie Fairchild; Suffel DeHammer; Buryl Retting; Floyd McCullough; Myrtle Pfeifer.
LAKE—Vernon S. Thornton; Tessa Cobb.
LAPEER—Earl Keliker.
LEELANAU—Frank Nicenty.
LENAWEE—Earl Moore; Willie Munson; George Garison; Tennie Billington; Winslow Eaton.
LIVINGSTON—Ava Van Amberg; Frank Wigglesworth.
MACOMB—Clara Sipple; Clara Knock; Elsie Weier; Otto Weier; Martha Schneider; Edwin DuBois.
MANISTEE—Evelyn Shimple; Alga Bhrens; Eliza Harris; Alfred Mathews; Kate Wrzesniski; Pyurka Gardner; Rose Chlebranowski; Amy Baulanger; Alice Baulanger; Flora Hainer; Thressa Gorse; Hulda Rich.
MARQUETTE—Ina Rontio; Norma Perkins; Arthur Frazier; David Bell; Dorothy Newton.
MASON—Catherine Brown; Loren Johnson; Gertrude L. Keeler.
MENOMINEE—Clarence Anderson; George Shampo; Lewis Deyrave.
MIDLAND—Joseph Simmons; Albert Ziskie; Bernard Koenders.
MONROE—Jessie Gerich; LaVerne Anteau.
MONTCALM—Emma Rader; Maude Irwin; Cecil Palmenter; Blanche Burdick; Leona Monks; Sarah Mester.
MUSKEGON—Helen Brown.
NEWAYGO—Lillian Sherman; Myrl Swetman; Nellie Robbins; Annie Sparks; Jennie Bartels; George Shanborn; Gail Enders; George Sanders.
OAKLAND—Cecil Carter; Hilda Fuornan; Douglass Judd; Scott Dunham; George Atkins.
OCEANA—Pearl Sink; Earl Near; Maud Stafford; Johnnie Pankow; Mary Bowers; Milton Clark; Mabel Clark; Candace Clark; Archer Clark; Orlen Clark.
OGEMAW—Delman Shattuck; Adrin Shattuck.
OSCEOLA—Hazel Rhodes; Alfred Blakesley; Florence Bacon; Winnifred Farrington; Lotta Goff; Eva Manley; May Sleezer; Pearl Hartman; Mary Whitman.
OSCODA—Morrice O. Rhodes.
OTTAWA—Henry Walinga; William Rittenburg; Margaret Minult; Nellie

DeWitt; Garret Montman; Kate Stam, Lena Beelen; Carl Warber; Olive Taylor.

PRESQUE ISLE—Freddie Brooks.

SAGINAW—William Krauss; Vera Stevenson; Harold Gould; Frank Borry; John Nolan; Leo Phoenix; Lester Davidson; Nellie Church; Barnard Smith; Lewis Harrison.

SANILAC—Orpha Ferriby; Marie Coulon; George Wagner; Violet Eichlin; Ivory Green; Henry Montgomery; Alma Richardson; Alice Wedge; Annie Nicholson; Bruce Ludington.

SHIAWASSEE—Agnes Coe; Grace Taphouse; Henry Garden.

ST. CLAIR—Alberta Showler; Mabel Sharrard; William Willis; Carrie Walker; Alma Backen; George Keelyer; Henry Scharron; Joseph Sink; Mary Rennie; Geilbert McLelland; Edith Voise; Laura Marjohn; Blanche Christiansen.

ST. JOSEPH—Lela Watters; Donald Stewart; Rose Chrisman; John Kroutze; Vera Bowerox; Arthur Black; Ethel Bolster; Falcott Down; Florence Farr; Evelyn Fowler; Mina Hibbard; Elsie Jeffry; Earl Stanton; Joy Warner; Zenus Prestidge.

TUSCOLA—Lottie Mills; Charley Percure; Maude Scupholine; Ethel McLarty; May Veleehyser; Ed Simmons.

VAN BUREN—Fred Horney; Anna Lorrenson; Lena V. Hitchings; Mary Pratz.

WASHTENAW—Raymond Vann; Bertha Miller; Olive Wilson.

WAYNE—Mary Kotnicki; Matilda Porgentuk; Nora Volmer; Cecil Schmitt; Carl Jule; Anna Olaolowsky; Helen Gall; Mabel Moore; Thomas Blair; Marcus Aldrich; Evans Lessing; Hazel Booth; Gertrude Carpenter; John Hanna; Otto Kryzinger; Edward Groulich; Ben Bellas; Albert Kerzska.

WEXFORD—Leona Bryans; Arthur Anderson; Manne Isler; Donald Davis; Lottie Bush; Margaret Wilson; Florence Walz.

COURSE OF STUDY.

PRIMARY.

Literary.	Musical.	Industrial.
	—First Year.	
Kindergarten.		Bead work.
Reading.	Rote Songs.	Rattan.
Number Work.		
	—Second Year—	
Reading.		
Writing and Spelling.	Rote Songs.	Rattan.
Number Work.		
English.		
	—Third Year—	
Reading.		
Writing and Spelling.	Rote Songs.	Hammock.
Arithmetic.	Piano (el.)	Netting.
Geography.	Braille notation.	
English.		

—Fourth Year—

Reading.		
Writing and Spelling.	Rote Songs.	Hammock.
Arithmetic.	Piano.	Netting.
Geography.	Braille Notation.	Raffia.
English.		Sewing.

INTERMEDIATE.

—Fifth Year—

		Sewing.
Reading.		
Spelling.	Singing.	Broomshop.
Arithmetic.	Piano.	Sloyd.
Geography.		
English.		

—Sixth Year—

Reading.		
Spelling.	Singing.	Sewing.
Arithmetic.	Piano.	Broomshop.
Geography.	Violin (el.)	Sloyd.
English.		

—Seventh Year—

Reading.		
Spelling.	Singing.	Sewing.
Arithmetic.	Piano.	Broomshop.
Geography.	Harmony (el.)	Sloyd.
Grammar.	Violin.	
English.		

—Eighth Year—

English.		
U. S. History.	Singing.	Sewing.
Arithmetic.	Piano.	Broomshop.
Grammar.	Harmony (el.)	Sloyd.
Spelling.		

HIGH SCHOOL COURSE.

LITERARY.

Ninth Grade.

First Semester.		Second Semester.
Algebra.		Algebra.
English.		English.
Physiology.		General History.

Tenth Grade.

Algebra.		Algebra.
English.		English.
General History.		General History.

Eleventh Grade.

American Literature.		Rhetoric.
Geometry.		Geometry.
Physical Geography.		Civics.

AMERICAN BRAILLE ALPHABET

a b c d e f g h i j k l m

n o p q r s t u v w x y z

To capitalize prefix sign

, ; : . ? ! — ( ) ' -

1 2 3 4 5 6 7 8 9 0

All characters are formed from different combinations of dots in the full cell.

Twelfth Grade.

English Literature.	English Literature.
English History.	English History.
Physics (E.)	Physics (E.)
Political Economy (E.)	Political Economy (E).
Psychology. (E.)	Psychology (E.)
Latin (E.)	Latin (E.)
Moral Science (E.)	Moral Science (E.)

MUSIC DEPARTMENT.

COURSE OF STUDY IN PIANO.

Grade I.

Studies from Beyer's Instruction Book.; Gurlitt Studies, op. 130; Kohler's Practical Piano Method; Mathews' Standard Graded Course of Studies, I; National Graded Course, I; Tappers' Graded Course, I; Schmitt Technical Exercises; Pieces suitable to this grade.

Grade II.

Studies from Czerny, op. 261; Gurlitt, op. 130; Loeschhorn, op. 65, Bk. I; Mathews' Standard Graded Studies, II; National Graded Course II; Bellairs' Technical Exercises; Schmitt Technical Exercises; Pieces suitable to this grade.

Grade III.

Studies from Bertini, op. 100 and op. 29; Berens, op. 61, Bk. I; Brauer, op. 15; Czerny, op. 261 and op. 821; Duvernoy, op. 120; Krause, op. 2; Loeschhorn, op. 65, Bk. II; Mathews' Grade III; National Graded Course, III; W. G. Smith, Studies, op. 60, Bk. I; Bellair's Technical Studies; Mason Touch and Tecnic; Plaidy Exercises; Staff Notation; Hymns; Accompaniments; Pieces suitable to this grade.

Grade IV.

Studies from Bertini, op. 100, 29 and 32; Berens, op. 61, Bk. II; Czerny, op. 738 and 849; Heller, op. 47; Loeschhorn, op. 66, Bk. I; Mathews', IV; National Graded Course, IV; Smith, op. 60; Exercises from Czerny, op. 802; Herz, Hoffman, Mason, Plaidy and others; Hymns and Accompaniments; Harmony; Music History.

Grade V.

Studies from Bertini, op. 32; Cramer; Czerny, op. 299, I; Heller, op. 46; Loeschhorn, op. 66, Bk. II; Low Octave studies; Matthews', Grade V; Technical Exercises from Czerny, op. 802; Kullak; Tausig; Hymns; Accompaniment Work; Pipe Organ; Normal Work; Harmony.

Grade VI.

Studies from Mathews', VI. Cramer, Czerny, Mason, Kullak, etc. Pieces from best composers. Normal work.

Grade VII.

Mathews', Grade VII. Selected studies from Bach, Clementi, Czerny, Cramer. Advanced technic. Pieces from best composers.

Grade VIII.

Mathews', Grade VIII. Selected studies from Czerny, Chopin, Moscheles, etc., and compositions from best composers.

Respectfully submitted,

GRACE A. BROWN,

Director Piano and Voice Departments.

MUSIC AND INDUSTRIAL COURSE.

Ninth Grade.

Musical.	Industrial.
Chorus.	Tuning.
Voice Culture (elect.)	Repair and Construction.
Piano.	Domestic Science.
Harmony.	
Orchestra (elect.)	

Tenth Grade.

Chorus.	
Voice Culture.	Tuning.
Piano.	Repair and Construction.
Harmony (adv.)	Domestic Science.
Orchestra.	

Eleventh Grade.

Chorus.	
Voice Culture.	Tuning.
Piano.	Repair and Construction.
Pipe Organ (elect.)	Domestic Science.
Counterpoint.	
Musical History.	
Orchestra.	

Twelfth Grade.

Chorus.	
Voice Culture.	Tuning.
Piano.	Repair and Construction.
Pipe Organ.	Domestic Science.
Musical History.	
Orchestra.	

Expression marks are represented by the abbreviations ordinarily used in music for the seeing. Characters standing for letters must be preceded by the word sign:

MUSIC ROOM.

Provision is made in Braille for the special signs which occur in music written for violin, guitar, organ, voice, etc. For further information, consult the pamphlet published by the British and Foreign Blind Association, 206 Great Portland St., London W., England.

GEOGRAPHY.

GRADE III.

Oral work in geography.

1. Form of earth, points of the compass.

General outline and motions of the earth.

Occupations of the people.

Elementary geographical ideas should be taught in connection with the reading lesson where feasible. (For illustration, see Baldwin III, page 18; river, pool, bank, meadow.)

The story of Robinson Crusoe should be used for instruction in elementary geographical ideas, such as ocean, island, caves, tides, etc.

Observation of natural phenomena.

1. Rising and setting of the sun.
2. Sun at noon; its direction and position at noon compared with morning and evening.

Directions—Pointing north, south, etc. Boundaries of school campus. Names and directions of the neighboring streets.

Wind—Which is the coldest side of the building in winter.

Clouds—Elementary lessons. Light and dark clouds. Clouds and rain. Uses of rain.

Seasons—Frost and heat. Christmas and Fourth of July. Trees and the seasons. Animals and the seasons.

Development of geographical ideas—Coasting down hill. Streets and roads. Street cars. Railroads and their use. Boats. Sail boats and steamers.

City and country—Fields, meadows, woods, wheat, corn, cotton, sugar (cane and beet), where they grow.

Man and his work.

Materials used in building our houses, and where they come from. Materials used for food and where they come from. Materials used for clothing.

Fuel.

Occupations—Who builds our houses? Who prepares our food, our clothes, etc.? The farmer: sowing and reaping The flour mill. The dairy. The shoemaker's shop. The carpenter shop. The warehouse, etc.

GRADE IV.

Rand-McNally Elementary Geography to page 77.

The earth—Surface, size, material.

The air, forms of land, of water, moisture, drainage.

Daily motion of earth, day and night, yearly motion, zones, altitude, plant life, animal, man, continents and countries, civilization, business, government maps, the western continent, Atlantic ocean, western part of eastern continent, Indian ocean, Asia and Australia, Pacific ocean, north polar region, south polar region, hemispheres, North America, United States.

GRADE V.

Rand-McNally's Elementary Geography, complete.
Review United States—Industries, commerce.
New England States.
Middle Atlantic States.
Southern States—Eastern division, western division.
Central States.
Particular attention given to the northern division, Michigan.
Pacific States.
Alaska.
British North America.
Mexico.
Central America and West Indies.
South America, Europe, Asia, Africa, Oceana.

GRADE VI.

Rand-McNally's Grammar School Geography to page 94.

GRADE VII.

Rand-McNally's Grammar School Geography, completed.
Review, Michigan.

ARITHMETIC.

GRADES I AND II.

Work as outlined in State Manual and course of study.

GRADE III.

Werner Arithmetic, Book I, to page 129.

GRADE IV.

Werner Arithmetic, Book I, completed.

GRADE V.

Werner Arithmetic, Book II, to page 150.

GRADE VI.

Werner Arithmetic, Book II, completed.

GRADE VII.

Werner Arithmetic, Book III, to page 149.

GRADE VIII.

Werner Arithmetic, Book III, completed.

Dubbs' Mental Arithmetic.

ENGLISH.

In the grades including the fifth, memory gems are made use of extensively, for the purpose of cultivating the memory and as the pupil advances making him familiar with the ordinary letter and business forms, and also the best English.

GRADE VI.

Steps in English, Vol. I. Used more as a reference book than as a text.

GRADE VII.

Grammar—Steps in English, Vol. II.

GRADE VIII.

Grammar—Whitney and Lockwood.

READING.

GRADE I.

Braille.
Exercises—Manual prepared by school. Characters most nearly alike and most easily made. Combination of words and groups of words. Ten weeks.
R.—Baldwin, 1st Reader.
S.—Cyr.

GRADE II.

Reviews.
Baldwin, 2d Reader.
Cyr.
Lights to Literature.

GRADE III.

Review—Two weeks.
Signs—eight weeks.
Baldwin, 3d Reader.
Selected Poems—Cyr.

GRADE IV.

Baldwin IV.
Cyr.

GRADE V.

R.—Baldwin, V.
S.—Harper's.

SPELLING.

The basis of the work in spelling is Quincey's Word List. A series of graded and well selected exercises for the grades.

Much attention should be and is, paid to this very important work in the school, and the above referred to lists are supplemented by words from the reading lessons and from all other available sources.

WRITING.

Writing in Braille constitutes one of the most important subjects taught in this school. By means of it students whose situation might seem so helpless from the standpoint of the ordinary person are enabled to communicate with one another with an ease truly amazing.

The work leads rapidly and easily to the use of the typewriter in which our pupils become very fairly proficient.

U. S. HISTORY.

GRADE VIII.

John Fiske's History of the United States.

ALGEBRA.

GRADE IX.

First semester—Wentworth's Higher. Addition, subtraction, multiplication and division of Polynominals.

Second semester—Factoring, fractions, simple equations.

GRADE X.

First semester—Fractional equations, involution, evolution, simultaneous equations.

Second semester—Ratio and proportion, quadratics.

DOMESTIC SCIENCE.

ENGLISH HISTORY.

GRADE XII.

First semester—Montgomery's leading facts of English history.
Through the Tudor period.
Second semester—Complete the text.
References: Larned, Ransome.

LATIN.

GRADE XI.

Pearson's text.
The year is given to the essentials and to preparation for advanced work.

GRADE XII.

Caesar—Allen and Greenough, four books.

PHYSIOLOGY.

GRADE IX.

Text—Martin's Human body; 20 weeks.
Phys. Geog.—Davis text; 20 weeks.
Physics—Laboratory work obviously practically impossible.
Text—Carhart and Chute.
Mechanics of solids, liquids, heats, electricity, sound, dynamics.
The purpose of the study is to attempt to give the students a general knowledge of such physical facts as may come within their reach.

HISTORY—GENERAL.

GRADE IX.

Second semester—Meyer's Gen. Hist. Through Grecian history.

GRADE X.

First semester—Through the Crusades.
Second semester—Complete the text.

GEOMETRY.

GRADE XI.

First semester—Wentworth's text, books I and II.
Second semester—Books III, IV, and V.

ENGLISH.

GRADE IX.

First semester—Systematic study of Whittier. Biography prepared by class. "Among the Hills," "Snow-Bound," and other poems studied. Notes on style with special attention given to elements of style, vocabulary, diction, sentence structure, figures, etc.

Life of Shakespeare. Notes on technique of drama.

Critical study of "Merchant of Venice."

Second semester—Systematic study of Longfellow. "Tales of a Wayside Inn" studied.

Composition work, including character sketches correlated with poem study.

GRADE X.

First semester—Systematic study of Lowell. "The Present Crisis," "Indian Summer Reverie," "Vision of Sir Launfall," "Columbus," critically studied. Notes on different kinds of poetry, scansion, etc.

Second semester—Life of Tennyson. Four selections from "Idylls of the King,"—"The Coming of Arthur," "The Holy Grail," "Guinevere," and "The passing of Arthur," critically studied.

"In Memoriam" studied in regard to development of author's views.

GRADE XI.

First semester—American literature. Text book, Brander Mathews, "Introduction to American Literature."

Illustrative works of each author read in class.

Criticisms of authors given from other texts.

Note book required.

During this year pupils will prepare for assembly rhetoricals, one oration.

Second semester—Rhetoric. Text book, "Outlines of Rhetoric," Genung. Composition work from Scott and Denny correlated with regular text book work.

GRADE XII.

English Literature. Text book, "Introduction to English Literature," Painter. Literature previous to Chaucer studied from notes from Halleck's "History of English Literature."

During this year pupils prepare for assembly rhetoricals and commencement, two orations.

CIVIL GOVERNMENT.

GRADE XI.

Text—Thorpe, King.

After a proportional length of time on national government, especial attention is given to state and local government.

Political Economy, Psychology and Moral Science are electives in the XII grade, each occupying one semester.

The texts used are "Political Economy," Walker; "Psychology," Putnam; "Moral Science," Fairchild.

VOCAL MUSIC.

PRIMARY CLASS.

1. Scale by note as a melody.
2. To connect each tone of the scale with the scale name when called for.
3. As soon as the order of the tones is fixed, and the children's voices follow closely the scale names when called for move to scale (2). Sing do, re; hold re; change e to o and then o to do, still holding the same pitch. This gives do of the new scale.
4. Sing the new scale as the first was sung, and when familiar pass to No. 3. Sing do, re, mi; hold mi; change e to o and o to do, holding the same pitch. This gives do of the new scale. As soon as this becomes familiar, pass to next, and so continue till all have been sung and the children have gained: (1) the power to sing the scale freely up and down the staff; (2) the ability to hold the tone and change the syllable; (3) the knowledge that the scale may begin on any staff degree, and that the tones follow in the same order and relation from do, wherever placed.

At the completion of the four years spent in the primary class, the following ideas are developed according to the charts of the Natural Music System, bar, measure, pulse, accent, note values, rest values, meter signatures, hold repeat marks, two part work, primary and secondary accent, the effect of la in the scale, key signatures, evenly and unevenly divided beat, syncopation sharps 4, 1, 5, 6, and flat 7, staccato effect, la scale and the augmented second, indicating harmon c minor.

INTERMEDIATE CLASS.

Major, normal and harmonic scales compared.

Melodic minor indicated by flat three.

Change of key by chromatic melodic minor, built on major by means of chromatic.

Syncopation more fully developed.

Complete chromatic scale.

SUPERINTENDENT'S REPORT.

To the Honorable Board of Control of the Michigan School for the Blind:

GENTLEMEN—Since the making of my last report to you I feel that a great forward movement has been made in the education of the blind.

The passing of a compulsory law requiring attendance at school on the part of these children has shown the number of such children in the State to be not only beyond our expectations but very much beyond our ability to accommodate.

I cannot but feel, as I contemplate the work confronting the Board of Control, that never before in the history of the school were the prospects more encouraging. This Board and this school are to be classed among the pioneers, for but very few of the states in the Union have preceded Michigan in the enactment of such a law, and many inquiries have come to this office for copies of our law. That among all classes of defective children, those who are deprived of sight are most easily educated, I firmly believe, and when one thinks of the great good to be done throughout this state to this large and increasing class, of the adding to the numbers of self-respecting and self-supporting citizens, then the value of our work seems beyond compare.

The progress made in the Literary and musical departments is very gratifying.

In the industrial and trade departments the work is much interfered with and hampered because of inadequate facilities. It is to be hoped that the response of the legislature to our needs will be such as will enable us to more fully equip the students in this school for their life work.

The reports of the principal and the heads of the various departments of the school are to be found elsewhere in this report.

On behalf of the faculty and other officers in the school I thank you for your earnest consideration, and I commend to you the work of the school. Never, since my connection with the school has it had a more efficient corps of teachers.

Very respectfully,

CLARENCE E. HOLMES,

Superintendent.

STUDY HALL.

PRINCIPAL'S REPORT.

To Supt. Clarence E. Holmes, Michigan School for the Blind:

GRADUATES AND FORMER STUDENTS.

"What can your students do after they leave the school?" This question, so often asked by our visitors and others, is at once practical and interesting. We have a record of seventy-nine graduates since 1870. Of this number six have died. Twenty-one are unemployed at the present time. Fifty-two are now actively engaged either in business for themselves or as wage earners. This number includes six of the young women who have married and are keeping house. The fact that over seventy per cent of the graduates now living are successfully employed is, in my opinion a very creditable showing. A list containing the names, present occupation and location of the graduates will be found following this report. Any changes or corrections in regard to this list will be gratefully received and placed on file, in order that the record may be kept here correctly.

Twenty-seven of our former students who left before graduation are self-supporting wage earners at the Employment Institution for the Blind at Saginaw. Many others are successfully engaged in tuning, teaching, broom-making or selling pianos. Among those who left school at one time or another before completing their course, the per cent of self-supporting wage earners is undoubtedly much lower.

STEREOTYPING.

During the past two years the stereotyping has all been done by Mr. F. L. Goodrich, a graduate of this school. In this department embossed metal plates are prepared. The Braille characters are stereotyped on thin sheets of brass, which are then used as types.

The machine on which these plates are prepared contains six points or tyluses, which make the different impressions. There is a die of six sockets which receive these impressions. Each one of the six points is connected with a key which manipulates it. The six keys are similar to the black keys on a piano. When the six points or any combination of them is pressed forward by means of the keys, the die which is controlled by a foot lever, is brought forward to meet the points. Then the brass plate, which is passed along between the combination of points and the die by means of a carriage, receives the impression. The mechanical working of the machine is in some respects like that of a typewriter.

The brass plates used in this work are one-hundredth of an inch in thickness. The larger size, which is used for text books above the second grade, is eleven by thirteen and three-fourths inches. The smaller size is nine by eleven inches. These are used in preparing books for the small children, and for Braille music. Ordinarily one of the large plates can be prepared in twenty minutes by a practiced operator. Two of the smaller ones are prepared in twenty-five minutes. In making diagrams or stereotyping music or mathematics, more time is needed. The plates are always proof-read and corrected before they are used in printing. Mr. Goodrich requires

a seeing person to read to him. His work being of both a physical and mental nature, about seven hours constitutes his day's work.

Twenty-six maps have been made for use in the geography classes. The work was done by our new diagraming machine. Plans of the school grounds and of the city of Lansing have also been embossed on brass plates. We have eleven thousand and 21 stereotyped brass plates embracing various text books in use here, besides miscellaneous reading in prose and poetry selected from standard authors. The plates for thirty-three books were stereotyped here prior to the year 1900, and deposited at the American Printing House for the Blind at Louisville, Kentucky. Since that time the plates have been kept here, and books are frequently reprinted from them. In order that other schools and individuals who read Braille may have the benefit of books stereotyped here, we lately prepared a catalog and price list of all books and music that we publish.

PRINTING.

In the printing department, heavy white paper is prepared for embossing by first thoroughly soaking it in warm water. It is then run through a large clothes wringer to remove most of the water. The embossing is done from the stereotyped plates by means of a hand press manipulated by a long iron lever. The moist paper on the embossed brass is brought to bear against a sheet of rubber one-fourth of an inch thick. When printed, the paper is spread on large tables to dry. It must be covered with factory cloth to prevent curling during the drying process.

Our printing press and wringer are both old and badly racked. We stand very much in need of a new roller press and a new wringer. With a roller press we could print double sheets, and carry on the work much more advantageously.

BOOK-MAKING.

Pamphlets and a few small Braille books have been bound at the school since the printing department was established in 1894. We have lately begun to bind our large text books. These books are of necessity bulky and awkward to handle, being 12 x 13 ² inches in size and from 2 to 3 ² inches thick. They are bound strongly in heavy boards covered with a durable binder's cloth. The cost of binding these large books including material and labor is estimated at fifty cents per volume. Ordinary academic text books in ink print occupy from four to nine volumes when transferred to the Braille system. The cost per sheet of literary printed matter is estimated at one cent, and of music two cents, much more time and care being required in stereotyping the latter. It will be seen that the cost of Braille books is much higher than that of ink books. One copy of Fiske's School History of the United States bound in one volume in ink print, requires seven volumes in Braille, and costs $10.90. We have at present a very meagre equipment for binding books. A punching and eyelet machine, a stapling machine a new work bench and some tools are greatly needed. Our pupils have assisted in the printing department for a number of years, and we intend to teach them as much as is practicable about binding Braille books. We have at present about 3,200 volumes in Braille on our shelves.

This report is very respectfully submitted,

JEROME W. HOWARD,
Principal.

GRADUATES OF THE MICHIGAN SCHOOL FOR THE BLIND.

1870·

Murphy, Melinda, Galesburg.

1872

Eberhardt, Jacob, Musician, Muskegon.
Raisin, Oscar, broom-maker, Flint.

1878

Annis, Jerome, Music teacher, Flint.
*Baltz, Will, Jackson.
Perry, Ralph, Wolverine Rug Co., Lansing.
Pettibone, Rose, nee Rose Morgan, Grand Rapids.
Snyder, Phillip, broom-maker, Three Rivers.
*Toepler, Phoebe, Jackson.

1880

*Balyea, Lyda, nee Lyda Stebbins, Detroit.
Button, Anna, Hillsdale.
Dusenberry, Jennie, Saginaw.
Garrison, William, druggist, Wyandotte.
Leland, Ida, nee Ida Keene, Erie, Pa.

1881

Bucknell, Fred, piano tuner and salesman, Howell.
Copeland, Mary, Flint.
Cox, Henry, Grand Rapids.
Pettibone, Dexter S., Grand Rapids.
*Reed, Jennie, Port Huron.

1882

Burr, May Button, Washington.
McKay, John, concert work, White Plains, N. Y.
McKay, Mary, concert work, White Plains, N. Y.
Wilson, Edward, music store, Detroit.

1888

Cross, Anna, Ypsilanti.

1889

Perry, Margaret, nee Margaret Goggins, Lansing.

1891

Barkow, Tena, Williamston.
Dean, George, piano tuner, Detroit.
Ferton, Mary, teacher in Catholic Orphan Inst., New York City.
Hahn, Frank, Lake Linden.
*Weyman, Gertrude, Mt. Clemens.

* Deceased.

1892

Bowen, James, broom-maker, Saginaw.
Green, Charles, piano tuner, Detroit.

1896

Phillips, Retta, nee Retta Knight, Battle Creek.
Playter, Cora, Employment Institution, Saginaw.

1899

Dester, Maud, Employment Institution, Saginaw.
Horstman, Lewis, farmer, Dowagiac.
Waite, Elsie, nee Elsie Jensen, Holt.
Wilson, Clara, teacher, Clifford.

1900

Coleman, Emily, nee Emily Stevens, Paw Paw.

1901

Chase, Lew, Supt. of Schools, Coloma.
Kaiser, James, squab industry, Jonesville.
Klink, George, piano tuner, Valley Center.
Roberts, Nevison, editor, Collegeview, Neb.

1902

Austin, Eva, Employment Institution, Saginaw.
Broker, William, music store, Imlay City.
*Crane, Edith, Cass City.
De Radcliffe, Clarence, Detroit.
Gauthier, Grace, music teacher, Albion.
Pittinger, Claud, tuner in piano factory, New York City.
Playter, Grace, Kent City.
Roberts, Edna, nee Edna Hunter, Collegeview, Neb.
Wood, Bertha, teacher of piano, Michigan School for the blind, Lansing.

1903

Edmonds, Alma, chair caning, Lansing.
Peach, Ida, hospital, Ann Arbor.

1904

Eisenman, Laura, Employment Institution, Saginaw.
Herzog, Mary, Ann Arbor.
Jeffrey, Walter, soloist (Bijou Theatre), Calumet.
Robertson, Guy, university student, Ann Arbor.
Schmidt, Luella, nee Luella Thayer, Northville.
Spencer, James, broom-maker, Saginaw.

HAMMOCK DEPARTMENT.

1905

Brough, Bertha, Nunica.
Cullman, May, Traverse City.
Goodrich, Frank, stereotyper, Michigan School for the Blind, Lansing.
Goodrich, Clifford, piano tuner, Salem, Ohio.
McVey, Henry, Lemon, South Dakata.
Payne, Ross, piano tuner, Owosso.
Preston, Nettie, Employment Institution, Saginaw.

1906

Rowe, Charlotte, Brown City.
Trepanier, Aldrick, piano tuner, Iron Mountain.

1907

Batcheller, Hubert, piano tuner, Detroit.
Kilbourne, Chas., gas fitter, Lansing.
Hess, Warren, book store, Lansing.
Lamere, William, Laurium.
Minard, Cecil, Marlette.

1908

Ahlich, Theodore, Norway.
Cottle, Decora, student, M. A. C., Lansing.
Rodger, Florence, office work and tutor, Detroit.
Peterson, Edgar, post graduate work, Michigan School for the Blind, Lansing.
Ziegler, Elizabeth, student, county normal, Midland.

Superintendent C. E. Holmes and the Board of Control of the Michigan School for the Blind:

Dear Sirs—In my previous reports, touching upon the two departments submitted to my charge, I have confined my report to such accomplishments as has been perfected through those students that make up the two departments, namely, the Orchestral Department and the Tuning Department. It has been deemed advisable, however, that in the foregoing report I touch more clearly upon the treatise of the subjects, and its presentation to the student in the course of instruction. I will state at the outset that the mode of presentation differs in no sense from the usual rule as applied to the sightless. Particularly, the art of piano-forte tuning. The subject matter is of such a nature as to appeal to the sense of hearing and to the inborn genius along the mechanical line rather than the written page. More or less has been written on the subject of Piano-forte Tuning, involving the two sides of the question,—the tuneful and the mechanical—but it is obvious that the art is more clearly demonstrated between the instructor and the pupil rather than to trust altogether to the printed side of the question; though much may be gained by the latter as an adjunct. It will at once be obvious to all, that to become a tuner one needs an aptitude in both directions Often a student may be fairly gifted in one and be totally lacking in the other. It is fortunate if the student is endowed with somewhat of either. Those having the gift of "Absolute Pitch" are the ones whose success may

be fairly assured; though this gift is in many instances quite absent, yet it is not counted as a primary necessity; for though one may not be able to designate whether a sound be A, B, C, or any of the diatonic series as employed in the musical scale, yet it is quite necessary that at least they should in a short time be able to designate whether two tones form a second, third, fourth or any other musical interval, for this phase of the matter is quite indispensable. Our ripened experience also proves to us that it is not advisable to begin lessons in the art of tuning until the student has reached a more thoughtful age than one who is only in the early grades of school discipline. Some degree of thoughtful intelligence also is a primary requisite, for it is a profession that needs the strictest care and consideration. It can hardly be classified along side of the common mechanical lines. The tuner is dealing with an expensive instrument, carefully constructed, and one which is easily influenced by varied conditions of atmospheric or climatic disturbances, and takes but little to throw them out of commission. In lieu of the fact that our students are engaged in so many necessary studies and different phases of such handicrafts as are presented in our school, it is necessary that a longer term of service be given in order to accomplish the profession as tuner. As a rule hardly more than forty minutes are allotted each day for its practice. Our experience, then, leads us to conclude, that a term of at least three years is not too long within which to prove to us that the student is sufficiently qualified to go out into the world as a well-equipped tuner. Even this term in some instances is necessarily greatly extended. I think I have expressed the reason for such extension, all depending on the degree of natural gift or the absence of either. Some of our students we are early able to judge as wholly incompetent to even think of taking up the matter. A few are able to reach a certain degree of proficiency, and can get no farther, and are forced to drop out altogether. There has always been a strong desire among the male portion of our school to take up the study of tuning, for it presents an important factor in their chances of gaining a livelihood that they are all able to see. We are prone to count it not altogether a waste of time in the attempt to learn the tuning art, for it serves as a means of mental development if nothing more. We also try to impress upon the minds of those whose purpose to study the art of tuning, the great necessity of an early development in some one of the three chorus classes, where the spark of musical ability is first fanned into flame. Even if the student fails to do very much singing he will evince some important phase of his latent talent if he has any, so that we are able to judge correctly whether it is advisable for him to attempt the study of tuning.

At this juncture I will give in brief some phases of the instruction as presented to the beginner. He is conducted to the open piano, where his hands can pass lightly over the surface of the strings and such portions as appear also in the construction on the surface, but particularly do we point out first, the method of suspending a single string across the two bridges, necessary for any vibrating string. The student passes his hand slowly along the entire course of the string, from the tuning-pin, across the two "points of rest," to the hitch-pin at the other extreme; noting in its passage the offered resistance at the tuning-pin end—a feature most important as a holding power to maintain the appointed tone—and so, after some consideration of that phase, he is shown the instrument designated as the tuning-hammer—a wrench—He is taught to place it in a proper position upon the tuning-pin so as to get the best advantage in giving tension to the string. His ear is on the alert to catch the varied shades of pitch as

he slackens or increases the tension, till after some time he is able to settle the pitch upon the desired spot. This single feature of tuning carries with it no small degree of practice, for it involves considerable of his aptitude along the mechanical line as well, which requires even months of hard drill in its accomplishment. The nature of the construction of the piano is such that it is necessary first of all to teach the student the art of establishing a good unison, for all pianos have from one to three strings to each key, and all such keys as have either the two or the three, are necessary to be made to sound as one. This again is very difficult for some to acquire. Then the octave interval is next practiced until the entire scope of the instrument is accomplished along this line as is the unison practice. At this point we enter upon the most essential or vital part of tuning, where the powers of the ear's capability to catch the true sounds, the establishment of a proper relation of one tone of the series with another. This is termed, the temperament.—"Setting in order."—Twelve different tones are thus chosen in the middle register, representing all the rest of the entire scope of the instrument, seven and one-fourth octaves. Four of the most important musical intervals are chosen as a means to establish this relationship; namely, the major third and major sixth, the perfect fourth and perfect fifth. Each of the above are singly employed, that they may first become acquainted with the true position of each. First, the fifth, bringing it to its most perfect position without any pulsation being apparent. Then the fourth in like manner, alternating them until all the twelve tones are thus treated. The student will find on a careful inspection that to tune in this manner, that the twelfth tone will not bear comparison with the first, or prime tone. This is so done that the student may discover what is technically termed, "the wolf," which is the natural discordant element that pervades the twelve tones mentioned above. The next step is to take advantage of the power of elasticity which the fourth and fifth is naturally given, by extending the fourth, and contracting the fifth to their limit, and yet without perceptable pulsation. The next step is the introduction of a certain necessary pulsation that is an important element in the character of the third and sixth intervals. The exercise of these several functions will, if carried out correctly, present a true and musical relation of the chosen twelve.—No Judas being apparent.—The next step is to set the remainder of the instrument in perfect accord with the pattern thus gained. Other features of the tuning act I shall not touch upon, as space will not permit; but I feel assured that the reader will settle in his mind that conviction most necessary to warrant him in the belief that tuning is no secondary matter; but requires much labor and no end of patience; but it is gratifying to state that all our pupils who venture upon the study are universal in its attachment, and seem willing to make the needed sacrifice. Thus far I have mentioned only the musical side, though to some extent the mechanical powers are brought into use through the simple act of properly using the tuning hammer, for much depends on that, and is altogether prompted by the ear.

The more difficult part now presents itself along the line of exercising their mechanical skill, the art of stringing, or repairing a broken string, or putting a new one in the place of the old one. This process to some of our pupils is easily acquired, while with others it seems almost impossible for them to acquire the knowledge, having no natural mechanical turn. I have at present one young man who has worked hard for weeks to acquire the simple feature of coiling a steel string around a tuning-pin, and thus far

with no good results. After the stringing comes the simpler phases of regulating an action. The Department is favored with a few models, showing the active principal of a piano key with all its required functions as when in action. They are able to pass their hands carefully over the model so as to acquire and thoroughly understand the relations of the integral parts of an action. After acquiring some degree in understanding they are taught to apply the varied tools necessary to regulate this or that particular part until a knowledge of the whole is acquired. We endeavor to have the student see the whole action with their mental vision, mapping out the varied parts in their minds, so that they are able to apply a tool as a means of correction when needed. We find in some instances a total absence of such a power, and hence more labor and hard study is necessary to acquire it, if indeed they acquire it at all. We are well stocked with such needed supplies to be used in replacing any broken member, and as far as possible, we require the student to do the repair that they may gain quite a little degree of proficiency before they go out from our watchful care into the world where they are expected to rest on their own responsibility. The tuning department was opened in this school in the early part of 1886 under my personal direction, and since its organization we have enabled upwards of fifty young men to become self-supporting with the aid of their tuning. Some holding responsible positions either in factories or in the ware-room, while many have established a circuit, over which they visit at stated periods, netting a good income. The present class of students under the study of tuning, numbers eleven. Some of which are giving good promise, while others are in the state of under trial.

THE ORCHESTRAL DEPARTMENT.

For the past twenty years this department has been in progress, and have done very creditable work. The orchestral timbre is, the family of string instruments, clarinets, cornets, alto horn and the piano. The present membership is fifteen. Here they acquire a degree of harmonic construction, and the relation between the different instruments, and also registration, or the proper intermingling of one instrument with another. We are favored almost daily with visitors who are sure to visit us while the orchestral rehearsal is on. In this way our school is advertised, for visitors go away with a favorable impression. Occasionally we are invited to supply music at some social function outside the school. These are always enjoyable occasions, and the boys enter into it with a good deal of personal pride, and are proud of their orchestra. Much time is also spent in the necessary preparation to become a member of the orchestra. A lasting benefit is acquired by the personal study of these instruments, particularly the violin. The usual text books for the violin are used as among the sighted, save that they are in embossed type, and the student is expected to read his own lessons, after they have acquired the usual power of reading notes. The question is frequently asked, "How do the blind learn music?" The process of instruction does not materially differ from the usual course as pursued among the sighted, save that of course we are required to memorize all music we play, and, as far as possible, discourage all playing by ear, as is too often a disposition to do among the blind. Our embossed music is carefully selected from the very best and choicest of music from the A, B, C, to the classical, and of a wide range. Not confined to the piano-forte, but covers a large range for various instruments and for the voice. Our pupils

BROOM SHOP.

are also instructed in the art of musical forms, and the science of harmony, and musical history. I am persuaded that a large majority of our students possess a keen appreciation of the great and lasting benefits the State of Michigan is furnishing them, and it only remains for them to accept the situation and make the most of their opportunities. This will insure a larger per cent of self-supporters who have filled their required period of study with us. We are a growing school, and as time advances, our needs proportionately increase; all of which Michigan has most graciously met, feeling that her confidence is not misconstrued. With increased facilities we hope to accomplish far greater results.

Most earnestly submitted,

AARON C. BLAKESLEE.

Nov. 10th, 1908.

MUSIC DEPARTMENT.

To the Superintendent of Michigan School for the Blind:

Experience proves that blind people can be trained to become good musicians and eminently successful as teachers, organists, pianists, violinists and tuners. As many of our students make use of their musical education in earning a livelihood, we aim to make their work in music practical and comprehensive, so they may feel fully equipped for their work after leaving school. That the public may have confidence in blind teachers, tuners, etc., it is best from a business standpoint to urge our pupils to a high standard of efficiency. From a mental and moral standpoint, also, it is best to mantain this high standard.

All children upon entering school are enrolled in the Primary Chorus Class. It depends upon the mental and physical standing of the child about when he can be promoted from this beginning class or when he can take piano lessons.

BRAILLE NOTATION.

Every pupil who has become independent in the reading of the literary Braille of the third grade may enter the class in Braille Musical Notation, which is directly preparatory to the regular piano course of study. If the pupils work in this class is satisfactory, he is given private individual instruction on the piano. He may then continue his lessons throughout his stay in the School provided he shows sufficient energy and ability to do the work required in the piano department.

After a good general foundation has been laid through the work in the Primary Chorus Class, the Braille Notation Class, and some individual instruction at the piano, a pupil is ready to take up additional work in music, such as violin or other orchestral instrument, tuning or voice, if his talent leads in those directions.

The following subjects are taught in the music department: Piano, pipe organ, voice culture, violin, 'cello, cornet and all orchestral instruments, reed organ, piano tuning and repairing, harmony, history of music with the following special advantages: Chorus classes for all pupils, orchestra

for those studying orchestral instruments, staff notation class with special apparatus, normal work for those preparing to teach.

PIANO.

The detailed course of study for piano will be found on a following page. Study of the piano is the backbone to all work in music and some piano work should precede that on any other instrument, or the voice, or tuning. Then the study of piano should continue along with that of any other line of music, unless, in the judgment of the faculty there is sufficient reason why it should be discontinued.

PIPE ORGAN.

Pupils whose talent will warrant it, and who have reached grade V of the piano course may have individual lessons on the pipe organ. Our organ, though small, is sufficient to give a pupil a fair knowledge of organ music, and prepare him for holding a church position.

VOICE CULTURE.

All adult pupils who have reached grade IV of the piano course should take at least one year of individual instruction in voice culture, and should continue it longer if ability warrants. One does not need to be a solo singer to be benefitted by voice culture. To one who is making a specialty of some musical instrument, some knowledge of voice culture is a means of broadening the education and of deepening the musical sense. In our new High School Course in Music either voice culture or the study of some orchestral instrument is required of one specializing in piano. This is to prevent our graduates from being one-ideaed musicians.

HARMONY.

We have a two years' course in harmony, using Homer Norris' "Practical Harmony," published in Braille at Perkins' Institution, Boston. All pupils having reached grade IV of the piano course are required to take the work in harmony.

MUSIC HISTORY.

This is a one year special study required of those specializing in music who have reached grade IV of the piano course. We use Gilmore's Lessons in Musical History, published in Braille at this institution. This book is supplemented by lectures by the instructor twice a week.

CHORUS CLASSES.

The chorus work is at present in three classes, primary, intermediate and senior. As has been stated, all children are enrolled in the primary chorus class when they first enter the School. This class is the first work in music, and in it they are taught some of the rudiments of music, and the musical sense is awakened by the use of pleasing and instructive songs by rote. Pupils are retained in this class until they are ready for the class in Braille notation of music, then they are promoted to the intermediate chorus. In the intermediate chorus the theory work is more advanced than in the primary chorus, note dictation is taught and part songs are used. From this class the pupil is promoted into the senior chorus, where the best choruses

part songs and cantatas are learned. Chorus work should continue throughout the pupil's stay in the school, unless excused from the work by the faculty. These choruses meet one-half hour daily with the exception of the senior chorus which meets three half-hours a week.

THE GLEE CLUB.

Is a smaller chorus made up of independent singers only, and meets twice a week in place of the senior chorus.

RECITALS.

Every pupil receiving private instruction in piano or voice is required to appear at least once in each semester in recital before the school and any friends who may come. The public is always welcome to these recitals, held in the chapel at 6:30 P. M., every three or four weeks. Besides the recitals every pupil must appear in public examination at the close of the school year.

STAFF NOTATION.

It is not essential to good playing that a person without sight should understand staff notation. The Braille notation, from which our blind children learn their music has no resemblance whatever to the staff notation of a sighted person. A blind boy or girl may learn to play well without knowing anything about the staff and its notes, but it is best for them to understand staff music, in order to teach music to seeing people when they leave school, and also in order to take staff music from dictation. Our system of teaching staff notation gives the student a practical working idea of the music of "seeing people." We have tangible apparatus in the form of aluminum characters representing all the characters found on a page of staff music. These can be placed anywhere on the "staff tables," which have parallel lines grooved out to represent the staff.

NORMAL WORK.

Adult pupils who are doing satisfactory work in the advanced grades and who are planning to teach after leaving school are given actual experience in teaching by having charge of one or two beginning pupils, under the supervision of the director of piano music.

Out of the 115 pupils in the school this semester (fall 1908), 108 are enrolled in the music department, doing chorus work. Of this 108, 62 are taking individual instruction on some instrument or the voice.

Following is a tabulated list of pupils in the music department:

Music Department.

Number of pupils in	Girls.	Boys.	Total.
Senior Chorus	16	18	34
Intermediate Chorus	20	17	37
Primary Chorus	15	22	37
			108
Piano and Braille Notation	24	23	47
Voice Culture	12	4	16
Glee Club	6	6	12
Organ	1	1	2
Harmony	5	4	9
History of Music	3	3	6
Staff Notation	7	3	10
Violin		7	7
'Cello		2	2
Brass Instruments	1	3	4
Tuning		11	11
Orchestra	1	15	16

REPORT OF THE KINDERGARTEN.

To the Superintendent of the Michigan School for the Blind:

Before giving you an outline of the work done in the kindergarten I wish to say that the pupils are all doing first grade work. In the arithmetic we use the blocks, beads, sticks and pegboards to help us in our counting and examples. We measure by the use of the inch squares on the kindergarten tables, and also use the yard stick to measure the floor and tables. When we are playing store with our toy money we often measure ribbon paper. We use the fourth and fifth gifts so the children can divide the whole into parts. Sometimes I give each child a piece of toy money and they tell the best way to spend it, often a boy wants to save part of his and put it in his bank. Before the year is over we learn to write the Braille figures.

In the reading, we learn first the easiest letters in Braille, which are those on the right side of the cell such as a, e, t, l, s, and then we use these letters to make simple words, and afterward put then into sentences. The next Group is r, i, o, b, y, with longer words and longer sentences. The other groups are g, c, d, f, h — m, n, p, u, v — k, w, and j, q, x, z, with words and stories after each group, then a pupil is ready for Baldwin's first reader.

After this class, the children rise and go through some light gymnastics or motion songs, or perhaps march around the table, then we are ready for our new peg boards, which consist of hard wood boards sixteen inches long and three inches wide, with three rows of cells to represent the Braille slate. Brass tacks are used to make the letters and the words, which we have just had in our reading lesson. The children become very much interested, and more time could be spent with this work, but now it is time to try and write these same letters and words on our Braille slate, after which we have oral spelling and make stories with the words spelled. After we read again we often make words with the brass Braille letters, or perhaps Braille sentences are given them to read. Then comes recess when every child is

DINING ROOM.

expected to go out doors for twenty minutes. After recess comes the kindergarten, "Froebel's ideas introduced from month to month bear essential relations to the life of the child and to each other."

So when a child comes back in the fall our thoughts for September are the family life, thus introducing the games "Good morning to you," "This is the Mother so kind and dear," "Fly little birdies," and the skipping game, then we can go to the table and make something for our kindergarten home, perhaps chains to decorate the room, build houses with our gifts, sew or fold something that could be used in the home, or we can model birds' nests. We often use the first gift to represent the activity of the child or bird. During this month the carpenter is introduced with games and occupation, then we talk about the fruits.

The first Friday of October is our harvest day, when every kind of fruit or vegetable the gardener or matron can give us, is shown to the children. During this month the thought is about the plants and animals getting ready for winter, introducing the game "Come little leaves," and other games. Sewing and cutting leaves, modeling acorns and their cups.

Dainty milk weed babies are gathered and sung about. In this month the subject of sheep is brought out and then we can do some weaving with our mats.

In November we study the preparation for winter, storing up fruit and vegetables; here we can introduce the squirrel game, sew fruit or vegetables or model them in clay. In this month the farmer is introduced and we have games and stories and occupation illustrating his work. Corn is talked about, and we use the second gift to represent the mill.

The Thanksgiving thought is introduced by our stories, songs and games, and so many things can be made at the table, such as a ship folded to represent the Mayflower, or an Indian wigwam can be folded. We have the story illustrated in the sand table with the help of our Indian doll and canoe. In our modeling we make dishes to use Thanksgiving day, or we fold baskets to carry provision to the poor. In December the thought is the Blessedness of Giving. The story of the Christ Child is read and talked about. We use the fourth gift to make a fire place, then cut out stockings to hang by our fire place.

The children enjoy making gifts to put on the Christmas tree or making chains to decorate the tree, or cornucopias made of mats woven by the children, or the Christmas bells sewed on card board.

Santa Claus is introduced in our plays. We generally have a Christmas tree, and though it is too early for Santa Claus to visit us he always sends money to get presents for the kindergarten.

In January we talk about the pleasure of our Christmas vacation, we introduce in our songs and games the thought of the snow flakes, using our equilateral triangles to make the shape of the snow flakes. The story of Agoonack is told and the children can make an Eskimo village in the sand table.

In February the snow birds and pigeons are read and talked about; here we can introduce our pigeon house game, the carrier pigeon suggests the valentine, and the children take great pleasure in making valentines for each other to put in our valentine box. Then we have the three birthdays, Lincoln, Washington and Longfellow, where our flag games, marching and drills are used. We fold tents, soldier caps, make chains of red, white and blue, thus showing our patriotism in many ways.

In March the thought is the awakening of life, the wind and sunshine,

are read, sung and illustrated in our games. We fold kites and wind mills and sail boats.

In April the general thought is Easter and its significance. An Easter lily is bought, and the children feel the bud, and watch the unfolding of the lily. The Friday before easter the children hunt for easter eggs. We build hen coops with the gifts. We can also illustrate the Easter thought by sewing Easter eggs and modeling them in clay. We talk about the birds building their nests, when our bird games can be introduced, then we must not forget the April showers that bring forth May flowers, that we talk about in the month of May, when we have our May-pole and make baskets and fill them with flowers to hang upon the teachers' door knobs. The butterfly is introduced this month, the children illustrating in their games and sewing.

In June we continue the subject of the flowers and take up the subject of the bees, when the bee hive can be folded or we can build one with the gifts. Then we have our closing entertainment, which is a little play by the kindergarten, to which the graduating class and faculty are invited. Each child takes home a scrap book with his work of the year.

Following the kindergarten the first and second grade have industrial work in which we make raffia and rattan baskets, weave wash cloths on the loom, make napkin rings and brush broom holders. Some have used the knitters to make lines and others have made doll caps on the Shute weaving card. They have also made raffia frames, and a little work has been done with the tylo matting. A few articles have been made with beads, such as chains, napkin rings, baskets and twine bags. Each pupil is allowed to take home his first basket.

Respectfully submitted,
EVA S. ANDREWS.

DOMESTIC SCIENCE.

To the Superintendent Michigan School for the Blind:

The value of all manual work in its educational significance, is based upon a belief in the unity of man's nature, and that the process which is to develop this nature must consciously deal with the intellectual, emotional and physical.

The formation of right habits is one of the greatest claims which manual training makes. These habits are seemingly those of action, but by developing right habits of action, corresponding right habits of thought are established.

The following are some of the habits which can be most easily formed: Order, punctuality, neatness, economy, observation, accuracy, judgment, the cultivation of good taste, a cultivation of the home instinct in girls, self-expression and self-reliance.

The latter habit is one which is of great importance with the girls of schools for the blind, as they are inclined to be dependent.

Defective home life, poor cooking, etc., are factors concerned in many domestic difficulties. The influence of food and proper housing conditions on the morality and efficiency of a community cannot be over-estimated.

A sympathy for all honest work and a respect for any intelligent effort may be fostered by a study of domestic science.

This subject is required during the four years of the high school work of the girls. Two hours each week are spent in the laboratory for lectures and practical work. There are 16 girls in this department.

To the study of domestic science we apply chemistry, physics, sanitation, personal hygiene, physiology, history of foods, bacteriology, marketing, serving and a study of the dietetic uses of foods, or the use of food to the body as affected by climate, occupation, health and age.

The ninth grade begins with the preparatory lessons as measures, abbreviations, study of fire and heat, relations of air, water and food to the body, definitions and uses of food, canning and preservation of foods, a study of carbohydrates including the buying, cooking and serving of vegetables and cereals, and the principles and practice of bread making.

The tenth grade studies fats and oils, their composition, sources, uses, classification, principles and practice of soap-making, and of deep fat frying, also simple deserts.

The eleventh grade studies proteids, including the composition, characteristics, uses and proper cookery of eggs, milk, game, fish and meats, with reference to the various cuts of meat, also a study of vegetable proteids.

The twelfth grade reviews the work of the previous years and studies leavens, as soda, air and eggs; flour mixtures, as batters, doughs and sponges, including gems, muffins, hot breads, and various cakes, frozen deserts and the principles of invalid cookery.

The girls are made to feel as quickly a possible a sense of their own responsibility in securing the best products, and in caring for the rooms. An attempt is made to develop an attitude of hopeful, cheerful interest toward the work of the home.

Correct serving, care of dining room, china, glass and silver, laying of table, etc., is taught by giving during the course a breakfast, luncheon, supper and dinner, at which each girl has an opportunity of acting as hostess, cook and waitress.

Respectfully submitted,
ALMA BLANCH BILLMAN.

One condition which we have to meet in our primary department, and which rarely occurs in seeing schools, is due to the fact that blind children are often kept out of school until much past the stated age for entering. We have pupils from ten to fourteen years of age doing first grade work. In the past the number of such pupils entering each year has not exceeded four or five, but the last school census shows that of the three hundred blind children in the state who are not in school, a large number are past the age of ten, and it is safe to say that many of them have never been to school. So when the equipments of the school are such as to make it possible to enforce the compulsory education law, these children will constitute the greater part of our beginning work.

The question naturally arises, why do they not come here sooner? We attribute it to one or more of the following causes. Either the parents do not know that there is a State institution which can do for their blind child what the public school does for the seeing child, or knowing this they are indifferent or even opposed to such an education; or because he is blind they wish to keep him at home through a mistaken notion of kindness to the child.

Whatever the cause, our problem is how best to reach these children when

they do enter school. One must recognize at once that each child is a separate problem. Each child must have individual attention, and they are promoted as rapidly as they are able to do the work.

As to their ability to learn, they are not different from seeing children. There are bright ones and dull ones, those who like to work and those who much prefer to do nothing. For the latter we believe their home influence is largely responsible. They have been made to think that they can do nothing, to such our first duty is to try to correct this wrong impression.

It sometimes seems as if their mental faculties are dormant. They have developed physically but not mentally, and it requires much time and effort to awaken them.

A boy who entered school this year is seventeen years old, totally blind, and has never been to school. He is inactive and dependent. But the most serious condition, and the one most difficult to overcome is that he had become thoroughly disheartened; to him nothing seemed worth the effort. In his school work he must begin where the normal child of six years would begin, and he must do by the sense of touch what the seeing child does by sight. At first the Braille letters, which are composed of raised dots, are to him only rough places in the paper. He has to learn to distinguish these dots in their different positions, and it is a slow process. But even for him the task is not a hopeless one. Each week marks some gain. If it requires two years for him to do the work of the first grade, we would feel that the effort had been worth while. Besides his school work he spends a part of each day working at the broom trade. What would it mean to this boy to have a way opened to him by which he can keep his mind and hands well employed?

If a blind boy or girl is normal in every way except for the loss of sight, the getting of an education is not as difficult an undertaking as it seems to be. We believe they can do their school work as easily and as well as the seeing child. If such a child is late in entering school, when they do come they are ready and anxious to make the most of every opportunity.

Two years ago a boy of fourteen came here from northern Michigan. He, too, began in the first grade, but he had both the ability and the will to work. In the two years since he came he has passed five grades, and is now in the sixth. There is nothing phenominal in his being able to do this. His development has been gradual, and is the result of faithful application to his work.

It is usually much better for a child to come here at the age of seven or eight, but the one who is twelve or fourteen when he enters, does not meet some of the difficulties which would confront a seeing child if he entered school at that age. They are never made to feel that they are too old to be in the primary grades. Children of this age are often able to do three years' work in two years.

When the parents of blind children realize that such children, when little, must have the same training as seeing children, that they must be kept busy at work or at play, and must be sent to school at the proper age, some of the greatest difficulties in the educating of the blind will be overcome.

No child who has insufficient sight to attend the public schools, can afford to miss the education offered at the Michigan School for the Blind. The ignorant blind person is a much more pitiable object than an ignorant person with sight, as may be readily appreciated when we think of the many little things we learn every day by observation.

The course of study at the school for the Blind is practically the same as

TUNING DEPARTMENT.

that offered at other schools, beginning with the kindergarten and continuing through the high school. With the addition of a good course in music and handicraft. In every way the education helps to make the blind person independent, and a good foundation is laid.

Some of the students have gone through college very successfully after completing the course here, but this is, of course, very expensive, because in addition to the regular expense of a college education, the blind student must have all of his reading done for him. The majority cannot go to college for that very reason.

The time allowed seems very short with so much to be accomplished. If the time were a little longer and we had more means to do with, those who can go to college, might be better prepared, and those who can not would gain a great deal. Just to mention a few of the things we would like to have: It has been proven that if we had the figures made, solid geometry could be studied successfully. It is so often necessary to be able to sign one's name, that it would be quite an advantage, if we had the material and time, to learn to write a little script, at least to write one's name. A system of short hand is being devised in the Braille, that, could we add, with a good course in typewriting, would make it possible for a blind person to be an able stenographer.

INDUSTRIAL TRAINING.

In addition to the literary work of the School, much time and attention is devoted to teaching of trades and occupations by means of which students are enabled to wholly or in part at least maintain themselves. The opportunities afforded students in this direction are not as favorable as will be the case provided the legislature increases our facilities for doing this much needed work. Under the present conditions the School is equipped to teach hammock and net making and broom making to the boys, and hammock and net making and sewing and knitting to the girls.

HAMMOCK DEPARTMENT.

Hammock making is carried on in a good sized and fairly well ventilated room in the basement of the main building. Racks and frames were provided and permanently installed, and the opportunity is afforded to boys and girls to become proficient in the making of cord hammocks of all sizes, as well as fly nets. In this work the pupils make very rapid advancement. The work being taken hold of with great eagerness. The product of the department has usually been disposed of to such visitors as the school as are attracted by the deftness of the pupils as well as the quality of the work.

BROOM MAKING.

This trade has from the first been very successfully carried on at the school.

By means of this trade students have been taught not the value of labor alone, but its dignity as well.

So successful has been the teaching and so well is the work done, that the demand is much greater than our ability to meet. No firm or indi-

vidual buying brooms of the school once, but that they come again with a second order. Brooms of all weights and grades, from the child's toy broom to the heaviest shop broom, as well as all grades of brushes are made with a neatness and despatch that excites the wonder and admiration of the visitor.

The shop is furnished with six broom and one brush tying machines, five broom sewing presses and one brush sewing press.

The time spent in the shop by each pupil is one hour per day for each school day, and two hours on Saturday.

SEWING.

As in the other industries taught in the school, so in this, the rapid advance made by the girls is most encouraging. Realizing that these students are continually coming in contact with seeing persons, the work of the department is in the direction of preparing them to best perform the various duties of the home.

They learn very rapidly to sew, knit, crochet and use the sewing machine, doing a large part of the plain sewing of the school, such as tablecloths, napkins, sheets, pillow cases, towels, etc., in the class.

Without doubt, if possessed of adequate equipment, cutting and fitting could be as successfully taught as is sewing, thereby enabling these young women to do all of their own plain sewing.

Realizing the readiness with which these students who are deprived of sight, find it possible to acquire the few trades taught here, the Board of Control is making plans to very much enlarge this part of the training and preparation of these pupils, and is appealing to the legislature for help in this direction. Chair caning, mattress making, willow basket work, and numerous other trades might be successfully taught if only the means were at hand.

CATALOG AND PRICE LIST OF BOOKS AND MUSIC. 1908.

ENGLISH.

Reading by Grades: First year, Baldwin, 2 vol., $1.80.
" " " Second year, Baldwin, 2 vol., $2.70.
" " " Third year, Baldwin, 2 vol., $2.65.
" " " Fourth year, Baldwin, 2 vol., $3.55.
" " " Fifth year, Baldwin, 2 vol., $3.55.
Lights to Literature, Sprague, 2 vol., $3.15.
Supplementary Reading, Grade III, Selections, pamphlet, 45 cents.
Elementary Lessons in English, Mrs. Knox-Heath, 1 vol., $1.45.
Steps in English, Book I, Morrow, McLean, Blaisdell, 2 vol., $3.45.
Steps in English, Book II, Morrow, McLean, Blaisdell, 2 vol.
English Grammar, Whitney and Lockwood, 4 vol., $6.35.
Quincy Word List, Parlin, 2 vol., $3.50.
(May be had in pamphlets if preferred.)
Selections for Paragraph Writing, pamphlet, 40 cents.
Questions on American Literature, Mathews, pamphlet, 35 cents.

Chron. Outline of English and American Literature, Brooke, 1 vol., $1.00.
Introduction to English Literature, Painter, 7 vol., $12.50.

MATHEMATICS.

Slate Problems in Arithmetic, Grade VI, Hall, 1 vol., $1.25.
Mental Arithmetic, Dubbs, 4 vol., $6.50.
Werner Arithmetic, Book II, Part I, Hall, 3 vol., $4.65.
New Plane Geometry (with figures), Wentworth, 4 vol., $6.75.

HISTORY AND CIVIL GOVERNMENT.

United States History, Fiske, 7 vol., $10.90.
General History (Supplement to edition of 1889), Meyers, 1 vol., $1.05.
Civil Government of Michigan, King, 1 vol., $1.75.
Constitution of Michigan, 1850, 1 vol., $1.25.

GEOGRAPHY.

Geographical Reader (North America), Carpenter, 3 vol., $5.10.
Physical Geography, Davis, 3 vol., $5.35.
Maps of hemispheres, grand divisions, England, United States and groups of states, each, 2 cents.

POETRY.

Tales of a Wayside Inn, Longfellow, 3 vol., $4.90.
Idylls of the King (Selections), Tennyson, 1 vol., $1.80.
In Memoriam, Tennyson, 1 vol., $1.85.
Among the Hills, Whittier, pamphlet, 25 cents.
John Gilpin's Ride, Cowper, pamphlet, 10 cents.
Ride of Jennie McNeal; Attack on the Cumberland, Carlton, pamphlet, 15c.
The Bird of the Broken Wing, Butterworth, pamphlet, 5 cents. ff
Vision of Sir Launfall, Lowell, pamphlet, 35 cents.
God of the Open Air; Ode to Music; The Three Best Things, Van Dyke, pamphlet, 40 cents.
Arbor Day Songs, pamphlet, 5 cents.
Barefoot Boy; Barbara Frietchie, Whittier, pamphlet, 15 cents.
Selected Poems, Whittier, $1.35.

MISCELLANEOUS.

Essentials of Latin, Pearson, 5 vol., $8.75.
Political Economy, Walker, 4 vol., $6.60.
Elementary Psychology, Putman, 3 vol., $4.55.
Elements of Physics, Carhart and Chute, 4 vol., $6.10.
Boston Cook Book, Mrs. Lincoln, 3 vol., $4.25.
Book of Psalms, 2 vol., $3.60.
Progress of Science During Past Century, Williams, 1 vol., $2.00.
Melody, a Story of a Child, Richards, 2 vol., $2.75.
Key to American Braille System and Diacritical Marking, Bangs, pamphlet, 20 cents.
Supplementary Reading for Beginners, Harkness, pamphlet, 15 cents.
Easy way to learn Braille, Andrews, pamphlet, 5 cents.
Song of Syrian Guest, Knight, pamphlet, 15 cents.
Child Life in China, Hall, pamphlet, 10 cents.

The Game of Chess, pamphlet, 20 cents.
Selections from Patrick Henry's Speeches, pamphlet, 20 cents.
Longfellow in his Home, pamphlet, 10 cents.
Speech on Jefferson Davis, Zach. Chandler, pamphlet, 5 cents.
Pluck and Plod, Lloyd, pamphlet, 10 cents.
Sketches of Longfellow, pamphlet, 5 cents.
Christian Endeavor Pledge, pamphlet, 1 cent.
Alphabet and Key to Braille System, 60 cents per 100 sheets.

BRAILLE MUSIC PUBLISHED AT MICHIGAN SCHOOL FOR THE BLIND.—2 CENTS PER SHEET.

PIANO SOLO.

Aletter. Bohemian Song, 2 sheets.
Behr. Little Hungarian Melody, 2 sheets.
Blakeslee. May Party Dance, 2 sheets; Dance Rustique, 5 sheets; Brookside Reverie, 3 sheets; Valse Fleur de Lis, 4 sheets; Saltarelle, 6 sheets; Crystal Fountain Waltz, 1 sheet; Violet Waltz, 3 sheets.
Bohm. Song of the Swallow, 7 sheets.
Gurlitt. The Gay Peasant, Op. 216, No. 6, 2 sheets; The Fair, 2 sheets; Galop Burlesque, 3 sheets.
Heller. Slumber Song, Op. 81, No. 15, 4 sheets.
Kavanagh. Menuetto, 3 sheets.
Ketterer. Saltarelle, 3 sheets.
Kirchner. Albumblatt, 2 sheets.
Kreutzer. Birthday Waltz, 2 sheets.
Lichner. Esperance Nocturne, 5 sheets.
Lynes. Scherzino, Op. 9, No. 4, 4 sheets.
Lysberg. La Baladine, 7 sheets.
Meacham. Hyacinth March, 3 sheets.
Perry. Die Lorelie, 7 sheets.
Sidus. Little Buttercup, 3 sheets.
Smith. Babbling Brook, 3 sheets.
Schumann. Hunting song, Op. 68, No. 7, 2 sheets.
Streabbog. Le Coucou, 2 sheets.
Strelezski. Birds in the Forest, 2 sheets.
Ziesberg. Bagatelle, 3 sheets.

PIANOFORTE STUDIES.

Cramer. Nos. 1, 2, 3, 4, from "50 Selected Studies," pamphlet, 13 sheets.
Kullak. Octave Studies, Op. 48, Nos. 1, 2, 3, pamphlet, 10 sheets.
Loeschhorn. Progressive Studies, Op. 65, Book I, pamphlet, 21 sheets.
Mathews. Standard Graded Course of Studies, Grade I, pamphlet, 124 sheets; Grade II, pamphlet, 115 sheets; Grade III, pamphlet, 33 sheets.
(Note:—Grades I and II include introduction and Supplement, and may be had without either.)

SCHOOL ROOM.

PIANOFORTE DUETS.

Eilenberg. The Mill in the Black Forest, 9 sheets.
Ferrati. Light of Heart, 5 sheets.
Gurlitt. Husarenmarsch (6 hands), 6 sheets.
Kuhlau. Sonatina, Op. 44, No. 3, 19 sheets.
Ringuet. Le Carillon, 5 sheets.
Rubenstein. Melody in F (2 pianos, 4 hands), 6 sheets.
Schubert. Military March, Op. 51, No. 1, 6 sheets.

VIOLIN.

David. Violin School, 39 sheets.
Schradieck. Technical Studies, Vols. 1, 2, 78 sheets.

VOCAL.

Bartlett. The Day is Ended (Violin Obligato), 7 sheets.
Buck. The Sunset Smile Has Left the Sky, 5 sheets; Storm and Sunshine, 8 sheets.
Chattaway. When the Lillies of the Valley, 6 sheets.
Concone. Studies for Medium Voice, 36 sheets.
Cowen. Snowflakes, 2 sheets.
Greely. Come to the Land of Rest, 8 sheets.
Hawley. Once Again, 2 sheets; Good Night, 2 sheets.
Lloyd. The Way of Peace, 9 sheets.
Macy. Greeting Waltz (Chorus), 12 sheets.
Marston. My God and Father, 3 sheets.
Roberts. Indian Song, 6 sheets.
St. Saens. My Heart at Thy Sweet Voice, 10 sheets.
Tosti. Could I? 6 sheets.
Wood. On Land or Sea, 5 sheets.
Exercises in Music Reading for Chorus Classes, 59 sheets.

TEXT BOOKS.

Brown. Lessons in Staff Notation, pamphlet, 45 cents.
Mathews. Outline of Musical Form, 1 vol., $1.25.
Clarke. Pronouncing Dictionary of Musical Terms, 3 vol., $5.35.
Braille Musical Notation, pamphlet, 45 cents.

BOOKS EMBOSSED AT MICHIGAN SCHOOL FOR THE BLIND—PLATES DEPOSITED AT AMERICAN PRINTING HOUSE FOR THE BLIND, LOUISVILLE, KENTUCKY.

1894-1900.

Arithmetic by Grades, Prince, 3 vols.
Grammar School Arithmetic, Wentworth, 3 vols.
Answers, School Arithmetic, Wentworth.
School Algebra, Wentworth, 3 vols.
Answers, Algebra, Wentworth.
Children's Second Reader, Cyr, 1 vol.
Children's Third Reader, Cyr, 2 vols.
Children's Fourth Reader, Cyr, 3 vols.
Selections from Harper's 5th Reader.

King's Geographical Reader, 3 vols.
American History Stories, Pratt, 4 vol.
Michigan's 800 Wards.
New Word Analysis, Swinton, 2 vols.
Lessons in English, Knox-Heath, 2 vols.
English Grammar, Maxwell, 3 vols.
Outlines of Rhetoric, Genung, 3 vols.
Moral Science, Fairchild, 3 vols.
Constitution of Michigan, 1 vol.
General History, Myers, 9 vols.
The Human Body, Martin, 3 vols.
Parliamentary Law, Fish, 1 vol.
Grammar School Geography, Werner, 3 vols.
Chemistry, Remsen, 3 vols.
Practical Cook Book, Wright.
Michigan; A History of Governments, Cooley, 3 vols.
Geo. Washington, Scudder, 2 vols.
Brave Little Holland, Griffis, 2 vols.
Conquest of Mexico, Prescott, 2 vols.
Java, Pearl of the East, Higginson, 2 vols.
Selections for Declamation, 2 vols.
Hayne-Webster Debate.
Tent on the Beach, etc., Whittier.
Selected Poems, Lowell.
Collection of Violin Music and Piano accompaniments, Eichberg.

MICHIGAN SCHOOL FOR THE BLIND.

November 9, 1908.

To the State Board of Corrections and Charities, Lansing, Mich.:

Gentlemen—I submit below the estimates of appropriations, made by the Board of this institution, for the two years beginning July 1, 1909, as provided by Section 2228, Compiled Laws 1897, with a statement of our expenditures for the year ending June 30, 1908.

Summary of appropriations needed for each of the two years beginning July 1, 1909:

FOR CURRENT EXPENSES.

First year	$46,335 00
Second year	50,325 00
Total	$96,660 00
Less estimated earnings	3,000 00
Appropriation needed for the two years named above	$93,660 00

On the basis of the following classification:

Items.	Sub. Items.	Estimated needs for first of above years.	Estimated needs for second of above years. (If same as first year simply place in total, explain differences under "note" below.)		Amount expended during year ending June 30, 1908.
1. Salaries and wages		$8,900 00		$10,000 00	$8,422 28
Superintendent	$2,200 00				
Physician	250 00				
Matron	660 00				
Boys' matron	420 00				
Boys' matron, assistant to	200 00				
Girls' matron, assistant to	200 00				
Teachers, 1 at $600.00; 1 at $450.00; 4 at $350.00; 3 at $300.00; 4 at $270	4,430 00		$1,100 00 Ex. teachers		
Watchman	540 00				
2. Food		11,000 00		12,500 00	9,399 82
3. Clothing (Seamstresses)		1,200 00		1,400 00	1,169 51
4. Laundry expenses		2,000 00		2,000 00	1,714 97
Supplies	$933 00				
Labor	1,067 00				

CURRENT EXPENSES—*Continued.*

Items.		Estimated needs for first of above years.	Estimated needs for second of above years. (If same as first year simply place in total, explain differences under "note" below.)		Amount expended during year ending June 30, 1908.
5. Heating and light		$6,600 00	.....	$7,600 00	$4,851 94
Material $1,050 and Coal $4,050	$5,100 00				
Labor	1,500 00				
6. Floral, greenhouse and grounds		750 00	.....	800 00	269 33
Material	$390 00				
Labor	360 00				
7. Medical expenses		1,000 00	.....	1,000 00	705 53
Supplies	$250 00				
Physicians (special service only)	150 00				
Nurses (regular)	350 00				
Nurses (special service only)	250 00				
8. Office, stationery, etc. (clerk and bookkeeper, $660 visitors' attendant, $300)		1,300 00	.....	1,350 00	1,198 90
9. Amusement and instruction		1,775 00	.....	1,850 00	1,114 93
10. Furniture and household supplies		2,800 00	.....	3,200 00	2,229 06
11. Carriage barn and vehicles		885 00	.....	500 00	385 41
12. Improvement and repairs		800 00	.....	800 00	459 53
13. Machinery		350 00	.....	350 00	267 00
14. Farm, garden and stock		2,475 00	.....	1,775 00	1,375 71
Farmers and gardeners (regularly employed; number, salary paid each) / Farm labor	$1,380 00				
Tools, implements, vehicles and material; seeds and plants	145 00				
Live stock	850 00				
Other farm or garden expenses	100 00				
15. Miscellaneous expenses (chambermaids, man of all work)		2,500 00	.....	3,000 00	2,005 21
16. Industrial training		2,000 00	.....	2,200 00	*980 21
3 teachers, $1,270.00		.....	.....	.....	†316 55
Material, $730.00		.....	.....	.....	‡270 00
					§17 69
Totals		$46,335 00	.....	$50,325 00	$37,153 58
Less estimated earnings		1,500 00	.....	1,500 00	.....
Appropriation needed		$44,835 00	.....	$48,825 00	.....

*Brooms. †Sewing. ‡Domestic Science. §Hammocks.

MAIN BUILDING—REAR.

GENERAL STATISTICS.

	1907.	1908.
Total number of inmates each year of the biennial period ending June 30, 1908	120	131
Average number of inmates each year of the biennial period ending June 30, 1908	108	119
Per capita cost to the State for year of the biennial period ending June 30, 1908		$283 61

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each; the details and items required by Section 2228, Compiled Laws, 1897, we submit on accompanying sheets.

School building	$51,577 10
Addition to heating plant	2,700 00
Furniture school building	2,000 00
Sewer connections for new building	1,000 00
Remodeling main building	6,000 00
Elevator	2,500 00
Library and printing office	2,000 00
Land, forty acres	4,000 00
Physical training	250 00
	$72,027 10

CLARENCE E. HOLMES,
Superintendent.

Prof. C. E. Holmes, Superintendent School for the Blind, Lansing, Michigan:

DEAR SIR—The communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriations for your institution for the fiscal years ending June 30, 1910 and 1911, has been received. The school has been visited and its conditions and needs investigated. The proposed appropriations have been carefully considered, and the State Board respectfully submit herewith its opinion of the same.

Current expenses, for two years	$93,660 00
Approved.	
School Building	51,577 10
Furniture for School Building	2,000 00
Sewer connection for School Building	1,000 00

The board has made careful investigations of the needs of the school, and believe that the present building is entirely inadequate to meet the highest interests of those committed to the care of the institution. The present quarters are crowded by reason of having the administration offices, the school rooms and dormitories all under one roof, and the separation of the educational work by providing a new building for that special purpose seems to us to be highly desirable. The amount asked for is a reasonable one, and is approved.

Remodelling Main Building	$6,000 00

The erection of a new school building will make possible the utilization of the present school rooms for dormitories, and a better arrangement of the administration offices. The board believes it will require this amount, and the item is approved.

Addition to Heating Plant	$2,700 00

This item is made necessary by the erection of a new building and is approved.

Elevator	$2,500 00
Library and Printing Office	2,000 00
Physical training	250 00

These items are approved.

Land, forty acres	4,000 00

The present acreage is insufficient to meet the demands of the institution, and the item is approved.

Yours respectfully,

HENRY P. MOWRY,
Chairman.

JOHN P. SANDERSON,
Secretary.

TREASURER'S REPORT.

Michigan School for the Blind, In Account With Elgin Mifflin, Treasurer.

Date.		Dr.	Cr.
1906			
July 1	Balance	$2,465 52	
31	Cash from Superintendent	176 41	
6	Cash from State Treasurer	3,200 00	
Aug. 18	Cash from State Treasurer, county charges	1,210 84	
31	Cash from Superintendent	2 04	
Sept. 28	Cash from Superintendent	53 56	
28	Cash from State Treasurer	3,200 00	
Oct. 31	Cash from State Treasurer	3,200 00	
	Cash from Superintendent	14 21	
Nov. 28	Cash from Superintendent	94 64	
	Cash from State Treasurer	3,200 00	
Dec. 31	Cash from State Treasurer	3,200 00	
	Cash from Superintendent	29 43	
1907.			
Jan. 30	Cash from State Treasurer	3,200 00	
31	Cash from Superintendent	106 00	
Feb. 28	Cash from Superintendent	38 38	
	Cash from State Treasurer	3,200 00	
Mar. 27	Cash from State Treasurer	3,200 00	
	Cash from Superintendent	75 09	
April 30	Cash from Superintendent	66 29	
	Cash from State Treasurer	3,200 00	
May 27	Cash from State Treasurer	3,200 00	
31	Cash from Superintendent	87 45	
June 30	Cash from Superintendent	79 82	
	Cash from State Treasurer, county charges	1,279 94	
1906			
July 31	Cash paid disbursements		$869 64
	Cash paid disbursements		1,518 35
Aug. 31	Cash paid disbursements	1,863 22	
Sept. 29	Cash paid disbursements		3,905 94
Oct. 31	Cash paid disbursements	3,607 69	
Nov. 28	Cash paid disbursements		3,636 19
Dec. 31	Cash paid disbursements		3,201 41
1907			
Jan. 31	Cash paid disbursements		2,645 31
Feb. 27	Cash paid disbursements	3,341 40	
Mar. 27	Cash paid disbursements		2,666 91
April 30	Cash paid disbursements		4,011 32
May 31	Cash paid disbursements		2,747 32
June 30	Cash paid disbursements		2,641 04
	Balance		1,124 54
		$37,780 28	$37,780 28
1907			
July 1	Balance	$1,124 54	
31	Cash from State Treasurer, current expenses	3,500 00	
Aug. 31	Cash from Superintendent	70 73	
Sept. 28	Cash from State Treasurer, specials	4,900 00	
	Cash from State Treasurer, current expenses	7,000 00	
30	Cash from Superintendent	23 56	
Oct. 30	Cash from Superintendent	36 61	
Nov. 30	Cash from Superintendent	32 69	
	Cash from State Treasurer, current expenses	7,000 00	
Dec. 31	Cash from State Treasurer, current expenses	3,500 00	
	Cash from Superintendent	50 76	

TREASURER'S REPORT.—*Continued.*

Date.		Dr.	Cr.
1908			
Jan. 30	Cash from Superintendent	$32 68	
Feb. 1	Cash from State Treasurer	3,500 00	
28	Cash from State Treasurer	3,500 00	
29	Cash from Superintendent	142 02	
Mar. 30	Cash from State Treasurer	3,500 00	
	Cash from Superintendent	111 37	
April 30	Cash from Superintendent	78 02	
May 26	Cash from State Treasurer	3,500 00	
30	Cash from Superintendent	98 00	
June 30	Cash from Superintendent	82 86	
June 30	Cash from State Treasurer, county charges	1,027 03	
	Cash from State Treasurer, special	450 00	
1907			
July 31	Cash paid disbursements		$506 98
	Cash paid disbursements		1,219 06
Aug. 31	Cash paid disbursements		1,796 20
Sept. 30	Cash paid disbursements		4,140 60
	Cash paid disbursements		3,712 00
	Cash paid disbursements		110 00
Oct. 30	Cash paid disbursements		4,027 63
Nov. 30	Cash paid disbursements		4,426 58
Dec. 31	Cash paid disbursements		4,956 11
1908			
Jan. 30	Cash paid disbursements		3,251 14
Feb. 29	Cash paid disbursements		2,760 31
	Cash paid disbursements		42 26
Mar. 30	Cash paid disbursements		3,182 70
	Cash paid disbursements		9 68
April 30	Cash paid disbursements		2,646 81
May 29	Cash paid disbursements		2,473 38
June 30	Cash paid disbursements		2,313 98
	Balance		1,705 15
		$43,280 57	$43,280 57

HOSPITAL.

DISBURSEMENTS.

Year Ending June 30, 1908.

Salaries and wages	$8,422 28
Food	9,399 82
Clothing	1,169 51
Laundry	1,714 97
Heating and Light	4,851 94
Floral greenhouse and grounds	269 33
Medical expenses	705 53
Office, stationery, etc	1,198 90
Amusement and instruction	1,114 93
Furniture and household supplies	2,229 06
Carriage, barn and vehicles	385 41
Improvements and repairs	459 53
Machinery	267 00
Farm, garden and stock	1,375 71
Miscellaneous	2,005 21
Industrial training	1,584 45
Total	$37,153 58

SUMMARY OF INVENTORY.

June 30, 1908.

Lands and buildings	$141,800 00
Heating, lighting and water apparatus	10,977 00
Tools—Engine House	49 40
Laundry	432 15
Office furniture, books and stationery	221 77
Musical instruments, music, etc	4,197 70
Library	6,937 00
Industrial training—sewing	153 20
Industrial training—weaving	90 00
Industrial training—hammock	79 62
Industrial training—broom shop	346 58
Industrial training—domestic science	117 85
Bedding, towels, linen, etc	1,938 90
Hospital, furniture and bedding	401 19
Dispensary	77 98
School furniture	4,159 00
Kindergarten	134 27
Gymnasium apparatus	155 30
General furniture	4,131 22
Matron's store room	147 98
General store room	403 16
Kitchen and bake shop	772 35
Dining rooms	748 94
Cottage	761 19
Tools and implements	188 90
Wagons and carriages	377 66
Live stock	525 00
Miscellaneous	177 00
Fuel	75 00
Total	$180,577 31

INSTITUTIONS FOR THE BLIND IN THE UNITED STATES.—CORRECTED MAY, 1908.

State	Place	Name.	Superintendent
Alabama	Talladega	Academy for the Blind	F. H. Manning.
	Talladega	School for Negro Deaf Mutes and Blind	J. S. Graves.
Arkansas	Little Rock	School for the Blind	S. D. Lucas.
California	Berkeley	Institution for the Education of the Deaf and Dumb and the Blind	W. Wilkinson.
Colorado	Colorado Springs	School for the Deaf and the Blind	W. K. Argo.
Connecticut	Hartford	Institution for the Blind	George Marshall.
Florida	St. Augustine	Institution for the Deaf and the Blind	A. H. Walker.
Georgia	Macon	Academy for the Blind	G. F. Oliphant
Idaho	Boise	State School for the Deaf and the Blind	James Watson.
Illinois	Jacksonville	School for the Blind	G. W. Jones.
Indiana	Indianapolis	Institute for the Education of the Blind	George S. Wilson.
Iowa	Vinton	College for the Blind	J. E. Vance.
Kansas	Kansas City	Institution for the Education of the Blind	W. B. Hall.
Kentucky	Louisville	Institution for the Education of the Blind	B. B. Huntoon.
Louisiana	Baton Rouge	Institution for the Blind	W. W. Bynum.
Maryland	Baltimore	School for the Blind	John F. Bledsoe.
	Baltimore	School for the Colored Blind and Deaf Mutes	
Massachusetts	Boston	Perkins Institution and Massachusetts School for the Blind	Edward E. Allen.
Michigan	Lansing	School for the Blind	Clarence E. Holmes.
Minnesota	Faribault	School for the Blind	J. J. Dow.
Mississippi	Jackson	Institute for the Blind	W. S. Sims, M. D.
Missouri	St. Louis	School for the Blind	S. M. Green.
Montana	Boulder	School for the Deaf and the Blind	L. E. Milligan.
Nebraska	Nebraska City	Institution for the Blind	J. T. Morey.
New Mexico	Alamogordo	Institution for the Blind	S. H. Gill.
New York	Batavia	State School for the Blind	Charles A. Hamilton.
	New York City	Institution for the Blind	Everett B. Tewksbury
North Carolina	Raliegh	Institution for the Deaf and Dumb and the Blind	John E. Ray.
North Dakota	Bathgate	School for the Blind	B. P. Chapple.
Ohio	Columbus	Institution for the Education of the Blind	Edward M. Van Cleave.
Oklahoma	Wagoner	Institution for Deaf and Dumb and the Blind	C. E. Harmon.
Oregon	Salem	Institute for the Blind	E. T. Moores.
Pennsylvania	Philadelphia	Institution for the Instruction of the Blind	O. H. Burritt.
	Pittsburg	Institution for the Blind	T. S. McAloney
South Carolina	Cedar Spring	Institution for the Education of the Deaf and Dumb and the Blind	N. F. Walker.
South Dakota	Gary	School for the Blind	Mrs. Dora Donald Humbert
Tennessee	Nashville	School for the Blind	J. V. Armstrong.
Texas	Austin	Institution for the Blind	S. L. Hornbeak
	Austin	Institution for the Deaf and Dumb and the Blind Colored Youth	H. S. Thompson.
Utah	Ogden	University of Utah (Department for Blind)	F. M. Driggs
Virginia	Staunton	Institution for the Education of the Deaf and Dumb and of the Blind	W. A. Bowles.
Washington	Vancouver	School for the Defective Youth	Thos. P. Clarke.
West Virginia	Romney	School for the Deaf and the Blind	Jos. T. Rucker.
Wisconsin	Janesville	School for the Blind	Harvey Clark.
Wyoming	Cheyenne	Institution for the Blind and the Deaf and Dumb	Dept. for the Blind not yet opened